



Montana Comprehensive Assessment System,

Phases 1 and 2
Test Coordinator Training
February 2005



Office of Public Instruction, Linda McCulloch, Superintendent

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Announcements

- Focus groups
- Video of this broadcast available for checkout from the OPI Resource Center
 - Contact Raelen Williard, 406-444-2082 or rwilliard@mt.gov
- Video stream of training will be online
 - <http://www.opi.state.mt.us/Streamer/TAT05/>
- CRT-Alternate Administration
 - Training CDs and materials being sent directly to teachers who will be administering the CRT-Alt

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The purpose of this training is to ensure that

- everyone understands the procedures for administration of the statewide tests.
- the test is administered in a comparable way in all locations across the state.
- the information collected is of high quality
 - Demographic information
 - Enrollment Information
 - Disability information
 - Decisions related to the use of accommodations and the alternate assessments
- quality control procedures are utilized when returning test materials to the test contractors.

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OPI Contacts

- Judy Snow, Assessment
 - 406-444-3656; jsnow@mt.gov
- Clare Bridge, Assessment Assistant
 - 406-444-4431; cbridge@mt.gov
- Bob Runkel Special Education
 - 406-444-4429; brunkel@mt.gov
- Gail McGregor, University of Montana, Alternate Assessment
 - (406) 243-2348 mcmgregor@ruralinstitute.umt.edu
- BJ Granbery, Title I
 - 406-444-4420; bjgranbery@mt.gov
- Lynn Hinch, ELL
 - 406-444-3482; lhinch@mt.gov
- Angela Branz-Spall, Migrant Education
 - 406-444-2423; angelab@mt.gov
- Raelen Williard, OPI Resource Center
 - 406-444-2082; rwilliard@mt.gov

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2005 Montana Comprehensive Assessment System (MontCAS)

Phase 1

- Norm-referenced test—the Iowas
- Calculator use by IEP only
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- March 23 – April 13, 2005
- Alternate assessment scales
- Funded by the state



Phase 2

- Criterion-referenced test
- Calculator use for all students on portions of the test
- Grades 4, 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- March 7 – March 30, 2005
- Evidence-based alternate
 - Feb. 14 – March 30, 2005
- Funded by NCLB



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Agenda

- **Phase 2: Criterion-Referenced Test**
- **Phase 1: Iowa Tests**
 - Norm-Referenced Test
 - Norm-Referenced Test Alternate Assessment Scales
- **Annual Data Collection**

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MontCAS Phase 2 Agenda

- Materials and contact information
- Important Dates
- Structure and Format of the Test
- What's new for 2005
- Time Requirements
- Whom to test
- Options for testing
- Test Coordinators
- Student Response Booklets
- Coding
- Test Administration
- CRT-Alternate
- Packaging/ Returning Materials

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2005 CRT Test Administration Materials

OPI Assessment Website, Phase 2:
<http://www.opi.state.mt.us/assessment/crt.html>

- Power Point
- Test Coordinator Manual
- Test Administrator Manuals
- Student Response Booklet
- Class Identification Sheet
- Coding Guide

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Measured Progress Contacts

- CRT--1-888-792-2741
 - Sharon Houle, Program Manager
 - shoule@measuredprogress.org
 - Nancy Hall, Program Assistant
 - nhall@measuredprogress.org
- CRT-Alternate-- 1-800-431-8901x 2237
 - Susan Moore, Program Manager
 - SKMoore@measuredprogress.org
 - Kathy Seaman, Program Assistant
 - kseaman@measuredprogress.org

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CRT-Alternate and CRT Test Windows

- CRT-Alternate
February 14 – March 30, 2005
- CRT
March 7 – March 30, 2005
Last day to return used student response
booklets to Measured Progress for
scoring, April 4

April 4

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CRT Important Dates For System Test Coordinators

Feb. 4	Receive pretest materials
Feb. 22- March 30	Register new students online
Feb. 22-25	Receive testing materials
Feb. 22 – March 4	Inventory and distribute testing material Conduct local test administration training
April 13-22	Online demographic verification

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CRT 11

CRT-Alternate Important Dates for System Test Coordinators

Feb. 4 - 11	Using password and instructions from Measured Progress, download and print CRT-Alternate Test Booklets for students in your system participating in CRT-Alt
Feb. 21- March 30	Register new CRT-Alternate students online
Feb. 8 – 30	Provide assistance to teachers administering the CRT-Alternate by downloading test administration manuals and booklets and preparing materials to return to Measured Progress.
April 13-22	Online demographic verification

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Structure and Format of the Test (p. 4)

- Common items (scored items)
- Matrix-sampled items (field test)
- Types of questions Multiple-Choice
 - 0 Short-Answer (computation only)
 - 0 Constructed-Response
- One test booklet per student
- One Student Response Booklet (SRB) per student (CRT-Alternate scores are recorded on pages 11 & 13 of the SRB.)

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What's New for 2005? (p. 3)

- System Test Coordinators are receiving extra test materials
- Barcode labels for students and teachers
- Register new students online Feb. 22-March 30 and print barcode labels
- Data verification window: April 13-22
- Enhanced version of iAnalyze
- Reports/results, with released items, shipped in late May/early June

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Scheduling Test Sessions for the CRT (p. 14 & 30-31)

- Testing window including makeup testing: **March 7 - 30, 2005.**
- Schedule testing early to allow time for makeup testing.
- Schedule testing for students who require accommodations that cannot be made during regular testing.

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Timing--New Directions

- Approximately 45-55 minutes to complete.
- Students who are working productively should be given as much time as needed to complete the test.
- Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.
- This standard accommodation (extra time over the time range) must be coded on page 2 in the Student Response Booklet after testing is completed.

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Test Sessions (time ranges)

Reading

- **Session 1**
 - Approx 45-55 minutes
- **Session 2**
 - Approx 45-55 minutes
- **Session 3**
 - Approx 45-55 minutes

Math

- **Session 1**
 - Calculators allowed
 - Approx 45-55 minutes
- **Session 2A**
 - Calculators allowed
 - Approx 20-30 minutes
- **Session 2B**
 - No calculators
 - Approx 20-30 minutes
- **Session 3**
 - No calculators
 - Approx 45-55 minutes

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Students to be Tested

All students in accredited Montana schools
in grades 4, 8, and 10 (p. 6) including:

- Students identified as having disabilities including students with 504 plans
- Students identified as having Limited English Proficiency
- Part-time students—in systems 180 hours or more for the school year and not yet 19
- Foreign exchange students—results will not be included in averages
- Students in private accredited schools—results will not be included in averages

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Other Students Who May Be Tested (p. 6 & 7)

- Students not enrolled in a Montana school—includes students previously referred to as home schooled students.
- Students enrolled in private non-accredited schools
- Students enrolled in private non-accredited Title I schools

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Test Security (p. 5)

All test items and responses to those items in the **CRT** are secure materials and may not be copied or duplicated in any way or retained in the school after testing is completed.

It is very important to review test security information with test administrators during test administration training.

The OPI policy for reporting noncompliance is on page 5 of the *Test Coordinator Guide*

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Options for Participation (p. 10)

The CRT without accommodations <ul style="list-style-type: none"> • For any student 	The CRT with standard accommodations (28) <ul style="list-style-type: none"> • For any student • See page 25 for list of standard accommodations guidelines for non IEP students
The CRT with non-standard accommodations (4) <ul style="list-style-type: none"> • For students with an IEP/504/LEP plan • See page 26 for list of non-standard accommodations 	The CRT-Alternate <ul style="list-style-type: none"> • For students identified as having a disability who have an IEP • The IEP team has determined that the student has a significant cognitive disability. • See pages 27-30 for participation guidelines

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CRT Accommodations (Appendix 1: p. 33-35)

- **Standard Accommodations (28)**
 - Available to all students
 - Code all that apply
 - Guidelines for non IEP students
- **Non-Standard Accommodations (4)**
 - Code all that apply
 - Must be a documented accommodation in student's IEP plan
 - Student's score will be reported in the Novice performance category for that content area.

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The CRT-Alternate (p. 8)

- The **CRT-Alternate Assessment** was designed for students who are unable to participate in the regular CRT, even with accommodations. Only IDEA-eligible students with significant cognitive disabilities are eligible to participate in the CRT-Alternate.

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Determining Options for LEP/ELL Students (p. 6 & 36-37)

- All LEP/ELL students must participate
- It is expected that the range of accommodations available in the CRT will allow most LEP/ELL students to participate
 - Base accommodations on the individual needs of the student
 - Determined by individual classroom performance

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**Limited English Proficiency (LEP/ELL)
refers to...**

1. Individuals who were not born in the US or whose native language is a language other than English;
2. Individuals who come from environment where a language other than English is dominant;
3. Individuals who are American Indian and Alaskan Natives who come from environments where a language other than English has had a significant impact on their level of language proficiency;

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**Limited English Proficiency
(cont'd)**

AND

who, by reason thereof, have
sufficient difficulty speaking,
reading, writing, or
understanding the English
language.

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Migrant (MG) Refers to

1. A child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker including a migratory dairy worker, or migratory fisher; **AND**
2. Who, in the preceding 36 months, accompanies such parent, spouse, or guardian on order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school system, to another.

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Migrant Cont'd

- Those schools where migrant children have been identified and certified for services during the regular school term-(specifically, those students for whom a completed Certificate of Eligibility is on file at the Office of Public Instruction Migrant Education Program), code as "migrant"--MG.
- If you have questions regarding migrant certification, please contact the MEP office at 1-800-580-0740

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Students Excluded From Averages (p. 7)

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
FOREIGN EXCHANGE STUDENT	YES	
STUDENTS NOT ENROLLED IN AN ACCREDITED MONTANA SCHOOL		YES
STUDENTS ENROLLED IN A PRIVATE ACCREDITED SCHOOL	YES	
STUDENTS ENROLLED IN A PRIVATE NON-ACCREDITED SCHOOL		YES
STUDENTS ENROLLED IN A PRIVATE NON-ACCREDITED TITLE I SCHOOL		YES
STUDENTS ENROLLED PART-TIME (LESS THAN 180 HRS.) TAKING A MATHEMATICS OR READING COURSE		YES
1 ST YEAR LEP STUDENTS MAY BE EXCLUDED FROM READING ASSESSMENT ONLY (SEE APPENDIX 1 FOR LEP GUIDELINES)	YES	

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Test Coordinators

- System
- School

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System Test Coordinators

(p. 11-13)

- Contact person with **Measured Progress and OPI**
- With School Test Coordinators, register new students online
- Train school test coordinators in test administration procedures
- Oversee the inventory, distribution, collection, and return of all test materials to Measured Progress

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System Test Coordinators

Arrival of Test Materials (p. 11-13)

- Test materials will be delivered to the System Test Coordinators via UPS February 22-25.
- Call Measured Progress at **1-888-559-5722** extension **6148** if you have not received your materials by February 28.

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System Test Coordinator

Handling of Test Materials

- Do not remove, deface, or destroy barcode labels on boxes
- **Save boxes** for return of test materials to Measured Progress
- UPS Return Service (RS) labels are included for shipping boxes back to Measured Progress

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System Test Coordinators Before Testing

- Open and inventory test materials upon receipt using Materials Summary Form.
- Order additional test materials online (see directions on page 11).
- Immediately distribute test materials to School Test Coordinators!

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School Test Coordinators

- Contact person with **System Test Coordinator**
- With System Test Coordinator, register new students online
- Train school test administrators in test administration procedures
- Oversee the inventory, distribution, collection, and return of all test materials to system test coordinator

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School Test Coordinators Before Testing (p. 14-15)

- Be familiar with procedures detailed in the *Test Administrator's Manual*
- Develop a testing schedule for your school
- Distribute test materials and review procedures with test administrators
 - Student test materials
 - Student information (barcode labels, accommodations, and special programs)
 - Proper testing procedures and test security
 - Make arrangements for accommodations.

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Registering New Students

CRT and CRT-Alternate (p. 14-16)

Two options

1. Online registration through Measured Progress website

<http://iservices.measuredprogress.org>

February 22 through March 30

OR

2. Code all information on pages 1 & 2 of a blank Student Response Booklet using coding guide

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Online Registration

- User-friendly program
- School or System Test Coordinators may register new students and print the PDF barcode label onsite
- Extra SRBs and labels were shipped to schools for this purpose
- Follow directions in guide included in test material shipment

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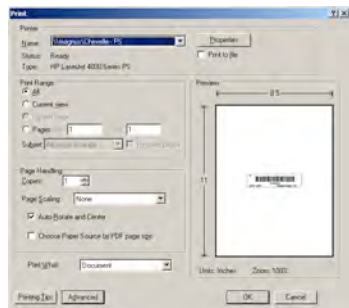
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CRT⁴⁰



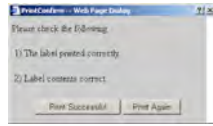
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CRT⁴¹



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CRT⁴²



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CRT 43



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CRT 44

Student Response Booklet

- SRB
 - Pages 1 and 2
 - Pages 11 and 13
 - Page 15

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CRT 45

Student Response Booklets (SRB)

- Students will record answers to **both** tests (reading and mathematics) in a single student response booklet. (SRB)
- After the CRT-Alternate has been administered and scores recorded in the CRT-Alt test booklet, test coordinators and administrators will work together to record student scores and answers to test administration questions on pages 11 & 13.
- Detailed directions for test administration and coding are in the **Test Administrator's Manual**

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Coding

- Barcodes
- Coding before testing by student
- Coding after testing by test coordinator
- Manual coding (no barcodes) by student and test coordinator

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Barcodes (p. 17)

What to do if a student:

- enrolls in a school after the barcode label database was submitted to MP
- is no longer enrolled
- has a different teacher/test administrator since the data file was submitted to MP in January
- moved to a new school within the same system

Voided Barcode Label Form: returned with Student Response Booklets in the "Special Handling Envelope"

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Coding Before Testing by Student

- Page 1:
 - Box A: Test Form
 - Box B: Vocational concentrator if in grade 10

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Coding after Testing by Test Coordinator

Page 2 of the Student Response Booklet

- Box L: Standard and non standard accommodations for reading
- Box M: Standard and non standard accommodations for math
- Box N: Participation Information
- Box O: Additional LEP information

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Manual Coding Before Testing By Student

- Before Testing: Page 1
 - Student Name
 - Bubble and print
 - Teacher Name
 - Print
 - Box A: Form
 - Box B: Vocational Concentrator if in Grade 10
 - Box C: Optional Student Identification
 - Box D: School Code
 - Box F: Birth Date

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Manual Coding After Testing by Test Coordinator--Page 2 of the SRB

- Box F: Gender
- Box G: Ethnicity
- Box H: Program information
- Box I: Special Education
- Box J: Alternate assessment
- *Box K: Exclusions
- Box L: Standard and non-standard accommodations for reading
- Box M: Standard and non-standard accommodations for math
- *Box N: Participation info
- *Box O: LEP/ELL Info

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Test Administration

- Classroom readiness
- Accommodations (p. 9 & 33-35)
- Timing Issues
- Marking in test booklets
- Calculators

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Use of Calculators (p. 5 & 38)

- Allowed on math sessions 1 and 2A
 - Other use is considered a non-standard accommodation
 - Types of calculators
 - Calculator student regularly uses in classroom.
 - Examples
 - Grade 4: four-function calculator
 - Grade 8: scientific calculator
 - Grade 10: graphing calculator
- (If necessary, all items in sessions 1 & 2A may be answered using a four-function calculator)

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CRT-Alternate

- Materials
- Eligibility
- Online registration and Student Response Booklet
- Test Coordinator Responsibilities
- Student kits
- Materials and Training

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2005 CRT-Alternate Materials

- CRT-Alternate Test Booklets (password protected)
- OPI Assessment Website, Phase 2:
<http://www.opi.state.mt.us/assessment/crt.html>
 - CRT-Alternate Administration Manual
 - Scoring Rubric
 - Math and Reading Standards and Expanded Benchmarks

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Four Questions for CRT-Alternate Eligibility

- | | |
|--|--|
| 1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)? | 2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum? |
|--|--|

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Four Questions for CRT-Alternate Eligibility

3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?
4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

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Eligibility for the CRT-Alternate

- If you answer "NO" to any of the above four questions, the student must participate in the regular CRT. If **ALL** answers are YES, the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.
- Only System Test Coordinators may download CRT-Alternate test materials from secure Web site using password.

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CRT-Alternate Student Response Booklet (SRB)

- Same SRB as for CRT tested students
- Same coding directions as for CRT tested students
- Transfer student scores and questionnaire answers from CRT-Alternate to SRB, pages 11 and 13
- Follow special handling directions for returning SRB and CRT-Alternate testing materials

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Test Coordinator CRT-Alt Tasks

- Receive password for online CRT-Alternate tests
- Print CRT-Alternate tests and distribute to teachers who will administer test.
- Receive with the CRT shipment CRT-Alternate student kits for packing and returning the assessment materials
- Work with CRT-Alt test administrator to enter scores in the student response book for each student and attach student barcode label to front page of the student response book.
- Prepare materials to return to Measured Progress using the CRT-Alternate student kits for packing and returning the assessment materials.

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New: Materials and Training for Administering the CRT-Alternate

- Kits, by grade, of materials for each teacher administering the CRT-Alt –sent by Measured Progress
- Materials and training CDs, by grade, for each teacher - mailed from the University of Montana

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CRT-Alternate Student Kits

extra kit per school

Student Kit Contains:

sent by Measured Progress

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Materials and Training for Administration of the CRT-Alternate

- **Mailed by University of Montana to each teacher administering the CRT-Alternate**
 - Materials kits, by grade, for the administration of the CRT-Alt. Includes hard copies of graphics and a CD with graphics files.
 - A training CD, by grade
- **Question and Answer conference calls for teachers administering the CRT-Alt, hosted by Gail McGregor and Judy Snow**
 - Feb. 15, Grade 4, 2 – 4:30
 - Feb. 17, Grade 10, 2-4:30
 - Feb. 18, Grade 8, 2-4:30
 - Instructions are included in the materials kits from the University of Montana

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Test Administrators After Test Administration

- **Complete coding where applicable**
- **CRT-Alternate:**
 - Complete coding and place a student barcode label on the Student Response Booklet
 - Transfer scores from the CRT-Alternate Test Booklet to pages 11 & 13 of the Student Response Booklet
 - Place a student barcode label on the CRT-Alternate Test Booklet and Evidence Templates and place both in the envelope labeled "For return of CRT-Alternate student test materials"
- **Complete a Class Identification (ID) Sheet**
- **Insert Class ID Sheet with used Student Response Booklets into white envelope**

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Class Identification Sheets (p. 28)

Step 1.

If a barcode label was applied, only code the number of used Student Response Booklets.

OR

If a barcode label was NOT applied, code all boxes.

Step 2.

Place completed Class ID Sheet on top of the used SRBs and insert them in the envelope labeled, "For return of used answer documents".

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Class Identification Sheets
(p. 28)

- Test Administrators must complete a Class Identification (ID) Sheet for each class and grade tested.
- Failure to code and return this sheet will result in incorrect Class Roster and Item Analysis Reports.

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School Test Coordinators
Collecting Materials After Testing

PLEASE MAKE SURE THAT ALL

- test materials are returned by each test administrator and counted.
- white envelopes labeled, "For return of used answer documents" are sealed.
- white envelopes labeled, "For return of CRT-Alternate student test materials" are sealed
- test materials are returned to the System Test Coordinator on or before April 1.

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System Test Coordinators
Return of Test Materials

- Answer documents must be returned in the carton labeled "For Return of Used Answer Documents Only" (2-day return service) on or before April 4!
- All other test materials must be picked up by UPS no later than April 8.
- Select one of four UPS pickup options described on page 23

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Dates to Return Materials to Measured Progress

- **April 4:** Used Student Response Booklets with Class ID Sheets
- **April 8:** All other test materials

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2005 Agenda, MontCAS Phase 1

- Materials and Contact Information
- From the Montana Guide for Test Coordinators
 - Important dates (p. 2)
 - Time requirements for tests (p. 4)
 - Whom to test (p. 5)
 - Options for Testing (pp. 6-7)
 - Accommodations (p. 8)
 - Calculators (p. 9)
 - General Procedures (pp. 10-20)
 - Checklists (p. 21)
 - Coding (pp. 22-28)
 - Sample Answer Document (p.29)
- Alternate Assessment

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Materials, Phase 1

<http://www.opi.state.mt.us/assessment/index.html>

- “2005 Montana Guide for Test Coordinators and Administrators”
- 2005 Training Power Point
- 2002 Alternate assessment scales, grades 4, 8, 11 as needed
- 2002 Assessment Handbook, Volume 3

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Materials From Riverside

- Directions for Administration
 - Levels 9-14
 - Grade 4 = level 10
 - Grade 8 = level 14
 - Levels 15 – 17/18
 - Grade 11 = level 17/18
- Student Test Booklets, Grades 4, 8, and 11
- Student Answer Documents, Grades 4, 8, and 11
- Grade 4 Practice Tests and Directions
- Large-Print and Braille Booklets

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Riverside Contacts

- Information on Materials
 - Maile Wicklander
 - 800-323-9540x6915
 - maile_wicklander@hmco.com
 - Barbara Deppe
 - 800-323-9540x7078
 - barbara_deppe@hmco.com
- Riverside Products and Services
 - Richard Hills
 - 800-323-9540x7748
 - richard_hills@hmco.com

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Important Dates - 2005

Feb. 1-3	Pretest packages mailed to system test coordinators
Feb. 8	Test administration training
March 1-3	New answer documents and grade 4 practice test materials mailed to system test coordinators
March 1-8	Systems provide local test administration training Systems inventory and distribute testing materials
March 21-22	Grade 4 practice tests (optional)
March 23 – April 13	Testing window
April 15	Last day to return answer documents to Riverside, April 15, 2005

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Time Requirements - 2005

Subject	Grade 4	Grade 8	Grade 11
Reading	70 minutes	70 minutes	55 minutes
Language Arts	66 minutes	66 minutes	50 minutes
Mathematics	75 minutes	75 minutes	55 minutes
Social Studies	30 minutes	30 minutes	40 minutes
Science	30 minutes	30 minutes	40 minutes
Sources of Information	55 minutes	55 minutes	20 minutes
Total Time	5 hours, 26 minutes	5 hours, 26 minutes	4 hours, 20 minutes

Guide p 4

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Scheduling - 2005

- Multi-grade administration
- The Iowa Tests Directions for Administration
 - Illustrative Schedules

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Students To Be Tested

All students in accredited Montana schools in grades 4, 8, and 11. Including

- Students identified as having disabilities including students with 504 plans
- Students identified as having Limited English Proficiency
- Part-time students—in system 180 hours or more for the school year and not yet 19 years old
- Foreign exchange students

Guide p 5

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Options for Participation MontCAS Phase 1

- No accommodations
- Standard accommodations (page 8 of the *Guide*)
- Non-standard accommodations
- Alternate assessment

NOTE: Depending upon IEP and LEP plans, a combination of the options may be used

Guide pp 6-7

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Accommodations for MontCAS Phase 1

Standard and Non-Standard

- Accommodations are for students with current IEPs or instructional plans for LEP students.
- The special education teacher or instructional plan teacher will have the information and should make arrangements with the classroom test administrator prior to testing .
- Accommodations are determined on an individual basis by current IEPs for special education and 504 students and by the instructional team for LEP students.
- Test Coordinator must ensure that the document answer form is coded to indicate student status as student with a disability or LEP.

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Standard Accommodations for MontCAS Phase 1

- Accommodations found to have no impact on test validity identified as "standard" by Riverside Publishing.
- Standard accommodations identified and defined in MT Guide for Test Coordinators and Administrators .
- Students who take the test with a standard accommodation must be coded as SE, 504, or ELL in the Program(s) section of test answer document.
- Calculator use must be specified in IEP's or 504 Plans

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Nonstandard Accommodations for MontCAS Phase 1

- Anything not identified as standard is nonstandard. Examples, IEPs or 504s
 - Requiring calculator for computation or estimation
 - Requiring reading the test aloud for vocabulary and reading comprehension
- Braille version of test is treated as nonstandard
- Students who complete subtests using nonstandard accommodations must also be assessed in this same content area with the Alternate Assessment Scale

See chart in **Guide p 6**  MontCAS Test Coordinator
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Calculators and Accommodations for MontCAS Phase 1

- Calculators not allowed unless specified in a current IEP or LEP plan
 - It is a standard accommodation if it is **not used in the computation section of the test**
 - It is a non standard accommodation **if it is used for the computation section of the test.** If non-standard, alternate assessment is required.
- Special education teacher will have the information and should notify the classroom administrator well ahead of time.
- Ignore the directions for calculator use in the publication from Riverside, "Directions for Administration" and do not bubble the "Y" or "N" circles on any math portion of the answer document

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Alternate Assessment Scales for MontCAS Phase 1

- Alternate approach to gathering student performance information, intended for small % of students who are unable to take The Iowa Tests, even with accommodations
- Reminder: Students who complete subtests using nonstandard accommodations must also be assessed in this same content area with the Alternate Assessment Scale

See chart in **Guide p 6**  MontCAS Test Coordinator
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Involvement of

- Students with Limited English Proficiency
- Students with an IEP
- Students with a 504 Plan

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Determining Options for LEP (ELL) Students - 2005

Base accommodations for LEP students on

- The individual needs of the student
- Individual classroom performance

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American Indian LEP students in Montana often. . .

- Lack proficiency in English and their native language
- Are not active speakers of their native language

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Determining Options for Students with Disabilities--An IEP Team Decision

PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS
State/Districtwide assessments are not being conducted during the term of this IEP.
The student will participate in the State/Districtwide assessment <u>without accommodation</u> .
The student will participate in the State/Districtwide assessment <u>with standard or nonstandard accommodations as specified in the IEP</u> .
The student will participate in Statewide assessment using the Montana Alternate Assessment Scale.
Describe why the ITBS/ITED, even with standard or nonstandard accommodations, is not appropriate for the student.
Describe how the student will participate in an <u>alternate Districtwide</u> assessment.

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Participation option is not an "all or nothing" decision

- Student form of participation might vary across subtests
- Test answer form must accurately depict the form(s) of participation

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General Procedures MontCAS Phase 1- 2005

- Prior to Test Administration
 - Inventory
 - Prepare
 - Student identification information
- Administer the test
- After the test
 - Special coding
 - **Check answer documents**
 - Identification sheets
 - Packaging
 - Returning materials to Riverside
 - Storing materials
- Upon receiving reports
 - Report verification form

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Coding by Students- 2005 Before Taking the Test

- Student Information Box
 - Name
 - Date of Birth
 - Gender
 - Test Form – A
- Student ID Number—optional
- Grade 11 students—vocational education concentrator

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Coding by School Personnel - 2005 After Student Has Completed the Test

- Absent
 - Test Administrator Use Only, column A
- An answer document is needed for every student enrolled, including those students who are absent for the entire test
- Students who are **absent for the entire set of tests** need to have a fully coded answer sheet submitted for them.
- If students are absent for PART of the test but are present and take any of the test, **DO NOT CODE AS ABSENT**.
 - Students will receive scores for the part of the test they took
- Please make arrangements for makeup tests.

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Coding by School Personnel - 2005 After Student Has Completed the Test

Race/Ethnicity

- OPI recommends that test administrators complete this after testing so that it agrees with system records.
- Mark only one
 - 1 = American Indian or Alaska Native
 - 2 = Asian
 - 3 = Black or African American
 - 4 = Hispanic
 - 5 = Native Hawaiian or Other Pacific Islander
 - 6 = White
- Do not use other

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Coding by School Personnel - 2005
After Student Has Completed the Test

- Alternate assessment scores
- Partial alternate assessment participation
- Exclusions from calculations
 - Braille
 - Alternate assessment in all subjects
 - High school foreign exchange student
 - Students not enrolled in an accredited Montana school

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Coding by School Personnel - 2005
After Student Has Completed the Test

- Programs
 - SE
 - 504
 - F/RL
 - GT
 - ELL (LEP)
 - MG
 - TI L
 - TI M
 - Other 1
 - Other 2

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Limited English Proficiency (LEP/ELL)
refers to...

- (1) individuals who were not born in the US or whose native language is a language other than English;
- (2) individuals who come from environment where a language other than English is dominant;
- (3) individuals who are American Indian and Alaskan Natives who come from environments where a language other than English has had a significant impact on their level of language proficiency;

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Limited English Proficiency (cont'd)

AND

who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language.

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Migrant (MG) Refers to

1. A child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker including a migratory dairy worker, or migratory fisher; **AND**
2. Who, in the preceding 36 months, accompanies such parent, spouse, or guardian on order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school system, to another.

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Migrant Cont'd

- Those schools where migrant children have been identified and certified for services during the regular school term-(specifically, those students for whom a completed Certificate of Eligibility is on file at the Office of Public Instruction Migrant Education Program), code as "migrant"--MG.
- If you have questions regarding migrant certification, please contact the MEP office at 1-800-580-0740

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Coding by School Personnel - 2005

After Student Has Completed the Test Exclusions, Test Administrator Use Only

- Braille: Z0
- Alternate in all subjects: Z1
- Foreign exchange students: Z8
- Students not enrolled: Z9

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Free/Reduced Lunch Coding

Due to the confidential nature of this designation, the answer document must be coded by:

1. A system or school building test coordinator, OR
2. The local school system official who determines free and reduced price eligibility (i.e., school food official)

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Coding by School Personnel - 2005 After Student Has Completed the Test

• Partial alternate assessment

- Office Use Only

Y for subject (s) in which alternate assessment scale was administered

- Reading = 1 and/or 2
- Writing (Language Arts) = 3, 4, 5, and/or 6
- Math = 7, 8, and/or 9
- Social studies = 10
- Science = 11

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Coding by School Personnel - 2005

After Student Has Completed the Test

Alternate Assessment Scores—partial and complete

- Test Administrator Use Only
- Columns G – K: Enter a score for each subject in which the alternate assessment was administered
 - G = Reading
 - H = Writing (Language Arts)
 - I = Math
 - J = Social Studies
 - K = Science

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Alternate Assessment Scales

Materials

Online on Assessment Phase 1 Website

<http://www.opi.state.mt.us/assessment/nrt.html>

- 2005 Test Coordinator Training Power Point Assessment Power Point
- 2005 Montana Guide for Test Coordinators

Other Materials

- Iowa Test Assessment Handbook, 2002*
- Iowa Test Alternate Assessment Scale, Grade 4, 2002 *
- Iowa Test Alternate Assessment Scale, Grade 8, 2002*
- Iowa Test Alternate Assessment Scale, Grade 11, 2002*

*systems and schools may have printed copies from previous years

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Quick Facts

Alternate Assessment Scales

- Grades 4, 8, 11
- Reading, writing (language arts), math, social studies, science
 - May be used for 1 or more subjects
 - Not necessary to complete for all subjects
 - Subjects tested by alternate assessment scale should be specified in IEP and LEP plans
- Checklist completed by teacher
- May be appropriate for IEP, LEP, and 504 students

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Structure of Alternate Assessment Scale

- Based on performance standards of Montana Standards Framework
- Organized in areas of reading, writing (language arts), math, science, and social studies
- Scales reflect Novice, Nearing Proficiency, Proficient, Advanced levels of performance in Standards Framework
- Scales ordered in ascending level of difficulty
- Novice-Extension Scale added to broaden scope to encompass students with more severe disabilities

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Extended Standards Broadening the Standards Framework

- Focus is on basic skills that provide a foundation for further development
- Skills are categorized within existing Standards Framework curricular areas
- Sample benchmarks are provided to assist teams in “thinking broadly” when considering students with the most severe disabilities

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Administering the Alternate Assessment Scale (AAS)

- Scale is completed by one or more individuals most familiar with a student's skills in the area being assessed.
- Begin scoring with the Novice Extension scale in each subject area for all students.
- Continue on to the next scale until the point is reached where all responses within a scale are coded "N".
- At that point, proceed to the next subject area.

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Scoring of Alternate Assessment Scale

- Yes/No format tied to checklists of performance standards
- For Novice-Extension, “yes” encompasses assisted as well as independent performance
- For Novice through Advanced scales, “yes” means skills *meet* or *exceed* performance standard

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Scoring Clarification Provided

- See Directions at the *beginning* of the AAS
- Caution Icon used to remind administrator to read and score carefully



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Scoring Examples Provided

SCORING KEY	
IF A STUDENT'S CURRENT SKILLS...	
Meet OR exceed the level described in the performance indicator.	Score the item "Y"
Fail below the level described in the performance indicator.	Score the item "N"
Consider the following item in the NOVICE READING SCALE :	
<i>"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."</i>	
If you are evaluating the skills of a student who:	
consistently demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored	"Y"
does, at times, demonstrate an understanding of the elements of fiction and nonfiction, the item should be scored	"Y"
rarely demonstrates an understanding of the elements of fiction and nonfiction, the item should be scored	"N"
does not yet understand the elements of fiction and nonfiction, the item should be scored	"N"

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Coding Nonstandard Accommodations for All or Parts of the Test

Table 4: Subject Definitions in Office Use Section of Answer Form

Subject	Office Use No.	Subject	Office Use No.
Reading Comprehension	1	Reading Comprehension	2
Writing	3	Language Proficiency (Written Materials)	4
Computation	5	Math Concepts & Problem Solving	6
Science	7	Assessors of Social Studies Materials	8
Math Concepts	9	Assessors of Science Materials	10
Math Computation	11	Science Information	12
Math Concepts	13	Math	14
Math Computation	15	Math	16
Math Concepts	17	Math	18
Math Computation	19	Math	20
Math Concepts	21	Math	22
Math Computation	23	Math	24
Math Concepts	25	Math	26
Math Computation	27	Math	28
Math Concepts	29	Math	30
Math Computation	31	Math	32
Math Concepts	33	Math	34
Math Computation	35	Math	36
Math Concepts	37	Math	38
Math Computation	39	Math	40
Math Concepts	41	Math	42
Math Computation	43	Math	44
Math Concepts	45	Math	46
Math Computation	47	Math	48
Math Concepts	49	Math	50
Math Computation	51	Math	52
Math Concepts	53	Math	54
Math Computation	55	Math	56
Math Concepts	57	Math	58
Math Computation	59	Math	60

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(This is Table 4 from the Assessment Handbook)
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Coding Nonstandard Accommodations for the Braille Version of the Iowa Tests

TEST ADMINISTRATOR USE ONLY

PROGRAM(S)

(Mark all that apply)

SE MG
SIA TT I
FILL TT M
GT Other 1
SL Other 2

Teacher: _____
School: _____
City (System): _____
State: _____

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Coding Alternate Assessment IF Administered in ALL SUBJECTS

TEST ADMINISTRATOR USE ONLY

PROGRAM(S)

(Mark all that apply)

SE MG
SIA TT I
FILL TT M
GT Other 1
SL Other 2

Teacher: _____
School: _____
City (System): _____
State: _____

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Entering Scores for the Alternate Assessment Scale

23 (0) (0) (0) (0) 35 (0) (0) (0) (0) 47 (0)
34 (0) (0) (0) (0) 36 (0) (0) (0) (0) 48 (0)

TEST ADMINISTRATION USE ONLY

Row	Subject
15	Communication Arts - Reading grade
16	Communication Arts - Writing grade
17	Mathematics score
18	Social Studies score
19	Science grade

FIRST NAME DATE

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Planning Ahead

- **Plan for local training for**
 - School test coordinators
 - Classroom test administrators
 - Special education teachers
- **Plan for program coding**
 - After students have taken the test

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Tips for Classroom Test Administrators

- Program coding is by school personnel only
 - After testing
 - By law, students should not see program coding
 - See the **Montana Guide** for guidelines on coding F/RL. School or system test coordinator should complete this, **not the classroom test administrator.**
- Race/ethnicity coding
 - Choose only one
 - Recommended that school personnel complete to agree with school records

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Packaging/Shipping for Receipt/ Scoring Riverside - 2005

- Refer to the diagram in the "Guide".
- County superintendents who are test coordinators for than one system must complete an OSS for each system and mail materials for each system in a separate container.
- If your system has tested any grades other than 4, 8, and 11, you must complete the OSS provided in the pretest package for the off-grades and return it separately with the materials to be scored.
- On-grade and off-grade materials may all be shipped at the same time via the state-issued ARS labels, but they must be in **separate shipping containers**.

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Upon Receipt of the Reports Report Verification Form – 2005

- Report Verification
 - Will be provided by Riverside and returned to Riverside
 - Test coordinators will receive with test results
 - Test coordinators will return within ten working days

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One Final Reminder

- State reports follow all district reports
- Deadlines must be kept.
- All answer documents **must** be picked up by **April 15**

– Thank you

April 15

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Questions ???

- Judy Snow
 - jsnow@mt.gov
 - 406-444-3656
- Clare Bridge
 - cbridge@mt.gov
 - 406-444-4431

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Annual Data Collection (ADC) Testing Cycle Enrollment Entry Screen

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- Testing cycle enrollment counts will be collected through the Office of Public Instruction Annual Data Collection (ADC) system.
- Enrollment counts should occur on the last day the test was administered at the school (March 7, 2005 - March 30, 2005).
 - If the school did not test, use the last day students were tested at the district. (For example, a school does not have any fourth grade students but another school in the district does.)
 - If no students were tested in the district use March 30, 2005 for the enrollment count date.

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- All students the school considers to be enrolled should be included in the count.
 - Include students absent for more than 10 days. (Only applies to the test cycle enrollment count.)
 - Include any Job Corp students for which the district is receiving ANB funding.
 - Include any part-time students.

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- Ungraded students should be counted at their age-appropriate grade level.
 - There are no "ungraded" options available for reporting enrollment for the test cycle enrollment count.
- Absence Count: Report the number of students that were absent on the last day of the test window.
 - Fractional reporting is allowed for students absent part of the count day.
- Students with less than 180 hours per year: For students enrolled in tested grades, complete the part-time line of the enrollment screen to indicate the number of students attending, on average, less than one hour of class per day (students for which school does not receive ANB funding).
 - Note: These students will not be included in AYP calculations.

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Testing Count

- Testing Cycle Enrollment Count will be used to calculate AYP participation rates and attendance rates.

Important -- Please double check that all students reported for enrollment have been coded correctly and consistent with demographic information coded on your school's test booklets.

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- Testing Cycle enrollment counts are due:
 - to the County Superintendent by April 15, 2005
 - to the Office of Public Instruction April 22, 2005.

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ADC Contact Information Office of Public Instruction

- Linda Atwood
 - 406-444-6712
 - latwood@mt.gov
- Andy Boehm
 - 406-444-0375
 - aboehm@mt.gov

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